

STUDENT LEARNING OBJECTIVE – TEACHER

Content Area: Health

Grade Level: 11

Objective Statement:

Students will know and understand the most common health risks facing adolescents in each of the six core areas of the Health curriculum. In addition, students will know and understand strategies they can use make healthy choices and keep themselves and their peers physically and emotionally healthy.

Rationale:

This objective is comprehensive in that it includes the six units of study that make up the Health curriculum. In each unit, we focus on how each of these areas of personal health impacts adolescents and what steps students can take to improve their overall wellness in these areas:

- Diet & Nutrition
- Exercise & Fitness
- Drugs & Alcohol
- Sexual Health & Reproduction
- Mental Health
- Healthy Relationships & Conflict Resolution

A continual focus with each unit throughout the year is to demonstrate a proficient understanding of the risk factors, symptoms of issues, and healthy resolutions/strategies in each of these areas. If students are able to do this they will be better positioned to make good choices about their personal health and wellness as they enter young adulthood.

Aligned Standards:

This objective is aligned to The Rhode Island Physical Education Frame Work Standards and the National Health Education Standards:

PE Standard 3: Understands the implications of an benefits derived from involvement in physical activity

- | | |
|-----------|--|
| 9-12.S3.1 | Analyze the physical benefits of regular participation in physical activity (e.g., reduce health risks, disease prevention). |
| 9-12.S3.2 | Analyze the emotional benefits of regular participation in physical activity (e.g., increased self-esteem, stress reduction, reduces depression, self-discipline). |
| 9-12.S3.3 | Analyze the social benefits of regular participation in physical activity (e.g., cooperation, sportsmanship, teamwork). |
| 9-12.S4.4 | Identify the cognitive benefits of regular participation in physical activity (e.g., increases levels of serotonin and endorphins in the brain, producing state of relaxed alertness conducive to learning.) |

PE Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.

- 9-12.S5.1 Apply safe practices, rules, and procedures in all physical activity settings.
- 9-12.S5.3 Act independently of negative peer pressure.
- 9-12.S5.4 Resolve conflicts in appropriate ways.

PE Standard 6: Understands that internal and external environments influence physical activity.

- 9-12.S6.3 Analyze how media and technology can impact one's level and type of physical activity.
- 9-12.S6.4 Explain how the home/family environment can impact one's level of physical activity.
- 9-12.S6.5 Design healthy ways to promote physical activity with one's peers.
- 9-12.S6.7 Analyze a variety of resources to select physical activity information that is reliable and valid.

Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can impact personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Students:

The objective applies to 59 juniors enrolled in two periods of Health.

Interval of Instruction:

Fall semester 2012. I will set the same objective for my Health students in the spring semester, with targets adjusted to reflect their baselines.

Baseline Data:

I administered a pre-test both as a formative assessment of students' knowledge coming into the course, and to create tiered targets for my SLO. Based on the pre-test, there aren't any students whom I think will not be able to access the course content and achieve a basic level of proficiency. Some students (approximately 35% or 21/59) are entering the course with solid foundational knowledge, as evidenced by their pre-test, and so I expect that they will be able to achieve a higher level of proficiency.

Target(s):

- 1) All students (59/59) will pass all 6 unit tests (65% is a passing score). In addition, 50% of the students (approximately 21/59) students will pass 5 out of 6 unit tests with an 85% or better.
- 2) All students will complete an end-of-course final project. All students (59/59) will score at least a 70% (Approaching Expectations) on the final project. Approximately 60% of students (30/59) will score at least an 80% (Meeting Expectations) on the final project rubric.

Rationale for Target(s):

These targets reflect my baseline data, which indicates that some students are entering the course with a stronger foundation in this content. However, it also reflects my belief (which is corroborated by data from similar students in past years) that all students can access this content and achieve a basic level of proficiency with adequate instruction.

Evidence Source(s):

1. End-of-unit tests (which include multiple choice, short answer, and constructed response items) were created by a workgroup of Physical Education, Health, and Science educators from across the district.
2. The end-of-course project (which requires students to select a health issue that affects adolescents and create a Public Service Campaign to educate their peers. The PSC can be presented in any mode of the student's choosing (from a traditional poster and oral presentation to a video or website) and must include information about the issue, statistics on its prevalence among teenagers in the United States and around the world, its risk factors, symptoms (if applicable), and affects on the mind and/or body. Finally, the project must include a call-to-action, which advises teens on how to avoid this health issue and/or recommends healthy choices.

Administration:

The end-of-unit tests will be administered in class at the conclusion of each unit. The final projects will be assigned and worked on during the 4th quarter and will be presented during the final exam period.

Scoring:

The end-of-unit tests will be scored by me, using the scoring guide developed by the district workgroup who designed the curriculum. The final projects will be scored by me, using the rubric developed in consultation with the other Health teacher. I have also asked that the other Health teacher, one Biology teacher, and one English teacher sit in to double-score 20% of the presentations.